



**ST PETER'S**  
CATHOLIC SCHOOL

## TEACHER APPRAISAL POLICY AND ADDENDUM

**Approved by:** Full Governing Body] **Date:** 15 July 2020

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### ADDENDUM TO POLICY ON PAGE 23

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## 1. AIMS

This policy aims to:

- Set out the arrangements for appraising teachers, including the process and the responsibilities of individuals
- Ensure consistency and fairness across the school
- Create a process where teachers' professional development is supported and encouraged, in the context of the school's latest Ofsted report, our school improvement plan and the Teachers' Standards
- Ensure teachers have the skills and knowledge they need to fulfil and excel in their role and provide an excellent education to our students

The policy applies to all teaching staff employed by the school or local authority, except those on contracts of less than one term, those undergoing induction and those undergoing capability procedures.

## 2. LEGISLATION AND GUIDANCE

As an academy, we are free to determine our own appraisal arrangements. However, where a teacher's contract specifically incorporates conditions from [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#), these will continue to apply due to [The Transfer of Undertakings \(Protection of Employment\) \(TUPE\) Regulations 2006](#), which protect employees' terms and conditions when a maintained school becomes an academy. We have based this policy on the [model policy](#) produced by the Department for Education (DfE). This policy complies with our funding agreement and articles of association.

## 3. DEFINITIONS

In this policy, the term 'teacher' refers to classroom teachers, middle and senior leaders, and the headteacher. Where relevant, we have added further detail regarding arrangements for headteachers.

## 4. THE APPRAISAL PERIOD

The appraisal period will run for 12 months beginning on the first day of the autumn term. Appraisals will be held during the autumn term. For teachers on fixed-term contracts of less than 12 months, the appraisal period will be determined by the duration of their contract. Teachers who start at or leave the school during the appraisal period can have a longer or shorter appraisal period in that appraisal round. It is intended that teachers will have had their annual appraisal meeting and received their appraisal report by 31 October. It is intended that the headteacher will have had their annual appraisal meeting and received their appraisal report by 31 December.

## 5. SETTING OBJECTIVES

Teachers' objectives will be set before, or as soon as possible after, the start of the appraisal period.

The headteacher's objectives will be set by the governing board in consultation with the external adviser (see section 9 for more information on appointing an external adviser).

Objectives will:

- Contribute to improving the education of pupils at the school and the implementation of any school improvement plans. To ensure this happens, Karen Robinson Assistant Headteacher will quality assure all objectives against the school improvement plan
- Be specific, measurable, achievable, realistic and time-bound (SMART)
- Be appropriate to the teacher's role and career experience
- Be revised if circumstances change throughout the year

When objectives are set, teachers will also be informed of the standards their performance will be judged against.

The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives.

## 6. STANDARDS

Teachers will be assessed against the [Teachers' Standards](#). The headteacher, and other school leaders where relevant, will also be assessed against the [National Standards of Excellence for Headteachers](#).

Teachers' performance will also be assessed against the career stage expectations that we have developed.

## 7. REVIEWING PERFORMANCE (INCLUDING OBSERVATION PROTOCOL)

We will use a range of evidence to judge a teacher's performance:

- Lesson observations
- Observations and results from wider school activities, if applicable
- Performance of their pupils
- Reviews of planning and marking
- Parent and pupil voice, if applicable

For UPR teachers will select a UPR Foci drawn from the SIP / SEF for 2020 – 2021 which will have substantial and sustained impact on our journey to outstanding thus demonstrating a high degree of competence in line with UPR.

Performance of pupils can evidenced by the following assessment data.

- Progress and Outcomes of all Students – Tracking will be completed on SIMS and data will be available on 4Matrix. Other sources could be National Data for subjects and Data from Examination boards.
- EYFS/KS1/2/3 age related expectations are being met and there is evidence of progress
- At KS4 progress 8 is at least in line with National figures and there is evidence of consistency between predicted grades and results.
- At KS5 VA is at least in line with National figures and there is evidence of consistency between predicted grades and results

Mitigating Circumstances: Staff absence/student absence/absence from exam/student underperforms similarly across several similar subjects/ shared groups. Data to be recalibrated to provide more accurate evidence of pupil progress.

Reviews of Planning and Marking can be evidenced by

- Lesson observation feedback
- Learning walk feedback
- Use of online learning systems such as Teams, SIMS etc to monitor work set, feedback and homelearning tasks.

Evidence can be viewed online or shared during the appraisal meeting.

### 7.1 Observation protocol

The purpose of formal observations is to assess the teacher's performance and progress against their objectives and the relevant standards. There will be two formal observations per academic year and the focus of the observations will be agreed with the teacher during their appraisal meeting, and will be determined by the teacher's individual circumstances and the needs of the school at the time. These lesson observations follow a coaching methodology and form part of the CPD programme. The length of the observation will also be agreed at this point. It may be a single lesson or a number of shorter lessons depending on the foci.

NQTs will have three formal observations as part of their induction process in accordance with the NQT assessment providers expectations.

New staff should have one of their observations before the 31 October to establish their strengths and areas for development.

Generally, verbal feedback will be given the following day.

We will use all reasonable endeavours to provide written feedback within 5 working days.

We believe that observations are an important way of assessing teachers' performance. They can help identify a teacher's strengths and areas for improvement, and can help us identify areas of good practice that can be shared across the school.

There will be both formal and 'drop in' observations. Teachers with responsibilities outside the classroom will also have these responsibilities observed.

All observations will:

- Be carried out in an objective, fair, professional and supportive manner
- Be carried out by teachers with Qualified Teacher Status
- Provide constructive feedback
- Remain confidential to those who need to know details as part of their jobs

#### 7.2.1 'Drop in' observations (Learning Walks)

- Drop-in observations will usually be conducted by SLT or Subject Leader in order to monitor the quality of teaching and learning.
- These are no notice observations in line with the Teaching and Learning Policy
- They will usually last around 20 minutes and may involve the observer talking to pupils and looking at their work.
- The frequency will depend on the individual teacher and the school's needs at the time.
- Generally, verbal feedback will be given the following day.
- We will use all reasonable endeavours to provide written feedback within 5 working days via email.
- Please note that we also carry out drop-in observations where fellow teachers observe a lesson for their own professional development. Notice may not be given, and evidence will not be used as part of the appraisal process. For example, SLT and Subject Leader calibrations.

### 7.2.2 Additional observations

Additional formal observations will take place if:

- The teacher requests them
- There are concerns that the teacher's performance is not up to standard (this may be triggered by poorly performing or poorly behaved pupils)
- The teacher is subject to formal capability proceedings

The above protocols will still apply to these additional observations.

## 8. ANNUAL ASSESSMENT

The appraisal meeting is the end point of the annual appraisal process and will take place in the autumn term. In this meeting, the appraiser will:

- Review the relevant evidence
- Assess performance in the appraisal period against the relevant standards
- Assess performance in the appraisal period against objectives
- Discuss the teacher's professional development needs and identify action that should be taken
- Discuss the teacher's wellbeing, career aspirations and any difficulties they may be facing
- If necessary, discuss the teacher's underperformance and put a plan in place to address it. They should also inform the teacher that if performance does not improve, capability proceedings may begin, where applicable.

### UPPER PAY RANGE (UPR) PROCEDURES

A teacher seeking to move to the Upper Pay Range must do so by applying to the Headteacher in writing. For progression to the UPR he or she must be able to identify the appraisal evidence that points to clear differentiation between main and upper pay expectations over the previous two years. In addition, the appraisal outcomes should show that the teacher has been meeting UPR standards through the previous two years' appraisal cycles.

- Applications should be submitted by 30 September and decisions will be made by 31 October and if the UPR standard is achieved pay will be backdated to 1 September.
- The normal procedure would be that teachers will be at pay scale M4 before they begin planning to transfer to the Upper Pay Range.
- From September 2021 UPR applicants and those already on UPR will complete an agreed foci drawn from the SIP / SEF for 2020 – 2021 which will have substantial and sustained impact on our journey to outstanding thus demonstrating a high degree of competence in line with UPR.

#### The criteria for UPR are as follows:

- The teacher is **highly competent** in all elements of the relevant standards, **and**
- The teacher's achievements and contribution to an educational setting or settings are **substantial and sustained**

#### Highly competent' is:

*... performance which is not only good but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.*

#### 'Substantial' is:

*... of real importance, validity or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning.*

#### Sustained' is:

- *maintained continuously over a long period, for example, X number of school year(s).*

## 9. CONDUCTING ANNUAL APPRAISAL MEETINGS

The headteacher's appraisal meeting will be conducted by the governing board. To support the headteacher appraisal, the governors will appoint an external adviser with relevant skills and experience. The adviser may be from the local authority, a neighbouring local authority, or an external consultant.

The governing board will typically delegate the headteacher's appraisal to a sub-group of three governing board members with a wide range of experience and knowledge of the school. This will not include any staff governors. There must also be three non-staff governors, including either the chair or vice-chair, who are not involved in the appraisal whatsoever, to enable them to sit on an appeals panel if necessary.

The headteacher will decide who will appraise teachers. Unless there is a good reason not to, this will normally be the teacher's line manager. By way of example, a 'good reason' could be a poor or deteriorating working relationship between the teacher and line manager, including where a formal grievance has been lodged by the teacher citing their line manager.

All appraisers will be provided with appropriate training. Appraisal meetings will take place within the teacher's normal working hours and will typically last for at least an hour. Scheduling appraisal meetings for an hour and a half is therefore recommended.

## 10. APPRAISAL REPORT

Teachers will be provided with a written report of their appraisal. The report will be completed by the person who conducted the appraisal. We will use all reasonable endeavours to complete this within 5 working days.

This will include:

- An assessment of the teacher's performance against their objectives and the relevant standards
- An assessment of the teacher's training and development needs, and the action that should be taken to address them
- Where relevant, a recommendation on pay progression

There will be space in the report for the teacher’s own comments. After the report has been issued, we will hold review meetings where teachers can discuss the contents of their report if they wish. Teachers will sign the appraisal report to say they have seen it and agree with its content. Teachers can appeal to the headteacher, and the headteacher can appeal to the governing board, if they disagree with the contents of the report and the pay recommendation it makes. A template appraisal report can be found in Appendix 2.

## 11. CONCERNS ABOUT A TEACHER’S PERFORMANCE

If it becomes clear a teacher is having difficulties at any point during the appraisal period, they will be provided with additional support. This will begin with a meeting with their line manager, where the problem will be discussed and potential solutions identified. A performance improvement plan may be created. The nature of the support will be based on the individual’s circumstances. For example, teachers whose difficulties are linked to a long-term health condition may be referred to the occupational health service. Teachers new to the school may be given a mentor or coach. The concerns may be of a nature that would usually involve beginning the capability procedure. In these cases, refer to our capability policy.

## 12. CONFIDENTIALITY

The appraisal process and relevant documents are strictly confidential. Only staff members who need the information in order to do their jobs will have access to the information. Appraisal information will be anonymised when information is reported to the governing board. Appraisal records will be kept securely in the teacher’s personnel file.

## 13. MONITORING ARRANGEMENTS

The governing board will monitor and review the effectiveness of the appraisal arrangements. Karen Robinson Assistant Headteacher will monitor objectives and assessments to ensure consistency. This policy will be reviewed every 3 years. The Full Governing Body will be responsible for approving this policy.

## 14. LINKS WITH OTHER POLICIES

This policy should be read in conjunction with our capability and pay policies.

The capability policy will be used where this policy has not been able to address concerns with a teacher’s performance. It applies to all staff, not just teaching staff.

The pay policy sets out how pay increases will be awarded, based on the results of a teacher’s appraisal.

## APPENDIX 1: APPRAISAL TIMELINE

Date	Action
End of July	Teachers to collate evidence and prepare documentation.
First day of autumn term	Appraisal cycle begins
September – October	Appraisal meeting held to review the previous appraisal period. Examination data to be added to evidence
31 October	Appraisal process is completed for teachers, deadline for appraisal reports to be sent
31 December	Appraisal process is completed for the headteacher, deadline for appraisal report to be sent
Throughout the year	Formal and drop-in observations and monitoring take place, constructive feedback is provided. Teachers collate evidence.

<p align="center"><b>Performance Development 2020-2021</b></p>	<p><b>NAME OF TEACHER:</b></p> <p><b>NAME OF APPRAISER:</b></p>		
<p><b>Current Situation, Highlights &amp; Achievements:</b></p>			
<p><b>Professional development undertaken and its impact:</b></p>			
<p><b>Lesson Observations:</b></p>	<p><b>Focus of lesson observations</b></p>	<p><b>Why did you want to develop this in your teaching?</b></p>	

	Description	MET
S1	Set high expectations which inspire, motivate and challenge students	
S2	Promote good progress and outcomes by pupils	
S3	Demonstrate good subject and curriculum knowledge	
S4	Plan and teach well-structured lessons	
S5	Adapt teaching to respond to the strengths and needs of all pupils	
S6	Make accurate and productive use of assessment	
S7	Manage behaviour effectively to ensure a good and safe learning environment.	

S8	Fulfil wider professional responsibilities (Tutor role / Subject Leadership / vision / TLR Role / Year Leader)	

TLR / UPR only - Evidence that supports how you meet the requirements of your role and support the whole school targets

The teaching standards: (please tick one of the below)

<b>Have been met completely and fully across all standards</b> - this teacher is highly competent in all elements of the relevant standards; and that the teacher's achievements and contribution to an educational setting or settings are substantial and sustained, and this good practice should be shared with other teachers.	
<b>Are generally embedded across all aspects of teaching and learning</b> but may benefit from developing standard(s) _____ In their teaching and the data available supports this. The support for this will be.....(please write in the box below)	
<b>Are met but some standards require developing.</b> These will be the focus of Lesson Observations for the next academic year and the data available supports this. The support for this will be.....(please write in the box below)	
<b>Support:</b>	
<b>Teachers Signature:</b>	<b>Date:</b>
<b>Appraiser Signature</b>	<b>Date</b>
<b>Line Manager Signature</b>	<b>Date</b>
<b>Comments from Appraiser / Line Manager to support Performance Development outcome:</b>	

## Evidence to be discussed with Appraiser

<b>Subject Teacher</b>	Lesson Observations, Learning Walk (SLT and Subject Leader) Data – how have you supported the whole school targets?
<b>Subject Leader</b>	Lesson Observations, Learning Walk (SLT and Subject Leader) Data – how have you supported the whole school targets? Leading TLC's effectively and the impact on the department, Data tracking and intervention, department vision and its effect. Meeting deadlines. How you have effectively lead and managed your department?
<b>Year Leader</b>	Data tracking points and intervention, how have you supported the whole school targets? Tutor and Year group LW's, Pastoral vision and administration tasks, and effective tutor meetings. How have you effectively led and managed your year group?
<b>TLR - other than Subject or Year Leader</b>	Lesson Observations, Learning Walk (SLT and Subject Leader) Data – how have you supported the whole school targets, curriculum intent for role and department, vision document to set clear aims. What impact has your role had on the department / curriculum area / Phase?
<b>UPR</b>	Lesson Observations, Learning Walk (SLT and Subject Leader) Data – how have you supported the whole school targets and evidence of impact from UPR menu.

<b>Appendix</b>	<b>Further explanations or examples</b>
<b>Lesson Observations</b>	Lesson observations are used to enable a coaching dialogue for teachers, and also to enable managers to evaluate progress and learning over time. They are opportunities to demonstrate many of the Teachers' Standards but are not used in isolation as evidence in themselves.
<b>Learning Walks</b>	Statistics from the database will give an overview of Teaching and Learning. They are opportunities to demonstrate many of the Teachers' Standards
<b>Deep Dive</b>	"Evidence is gathered on the curriculum intent, implementation and impact over a sample of lessons, topics or aspects. This is done in collaboration with leaders, teachers and pupils. The intent of the deep dive is to seek to interrogate and establish a coherent evidence base on quality of education." OFSTED 2019
<b>Department Monitoring</b>	Subject Leaders will oversee these processes as part of the TLC sessions and as part of their day-to-day role as subject leader. Lesson observations, Learning Walks and student's voice will confirm decisions. SLT and Senior leaders may also be involved. Examples include: Feedback and Assessment - lesson observations and learning walks will confirm evidence. Student voice will also be consulted. Home Learning – work is being set and marked regularly. It is purposeful and differentiated and is located on SIMS/SharePoint/One Note
<b>Progress and Outcomes of Students</b>	Progress and Outcomes of all Students – Tracking will be completed on SIMS and data will be available on 4Matrix. Other sources could be National Data for subjects and Data from Examination boards. EYFS/KS1/2/3 age related expectations are being met and there is evidence of progress At KS4 progress 8 is at least in line with National figures and there is evidence of consistency between predicted grades and results. At KS5 VA is at least in line with National figures and there is evidence of consistency between predicted grades and results Mitigating Circumstances: Staff absence/student absence/absence from exam/student underperforms similarly across several similar subjects/ shared groups. Data to be recalibrated to provide more accurate evidence of student progress.
<b>Student Voice</b>	<ul style="list-style-type: none"> <li>Student Voice will confirms other aspects of the performance development process e.g. Home learning. This will help the teacher to understand the impact they are having from the student perspective, so that they are affirmed, or informed of student concerns. This will also continue to develop the collaboration of students in their learning to enable an increase in effective strategies to assist their progress. Student voice is not used to determine appraisal outcomes.</li> </ul>
<b>Subject Based Learning</b>	Evidence of ongoing subject based learning, and its application in the classroom. – Participation in CPD that is linked to performance development. This can be internal or external provision – TLC's, CPD briefing, PED talks etc. or Examination board training (online), MOOCs etc.
<b>Mentoring or Coaching</b>	At least two years of evidence of mentoring, training and or modelling practice for other professionals and its impact e.g. Leading Subject or Whole School TLCs, Mentor ITT / NQT / NQT+1, take responsibility for ITT within the department, Lead whole school CPD.
<b>PBFL - positive ratio to negatives</b>	That for the groups that you teach there is a higher ratio of positive comments per group than negative.
<b>Fulfil wider professional responsibilities</b>	Minimum tutor expectations if applicable: <ul style="list-style-type: none"> <li>On a daily basis: Prayer/Reflections, Brother Lionel collections are taken, check uniform, folder is collected every day, notices are given out, ensure that communication between home and school and vice versa occur.</li> <li>Weekly: check planner, conversations regarding PBFL, 1:1 conversations with tutees, Careers/UCAS guidance, Silent Reading, Preparing and leading assemblies if needed.</li> <li>Year Leaders and Student Voice will confirm this.</li> </ul> <b>Other Evidence:</b> Main Scale <ul style="list-style-type: none"> <li>Effective use of TAs confirmed by lesson observations, drop ins and feedback.</li> <li>Online CPD courses - identified through performance development, impact needs to be demonstrated.</li> </ul>

- Parent voice - targeted Year group questionnaires.
- Ongoing Involvement in Extra Curricular activities. E.g. after-school or lunch-time clubs, residentials, whole school events, home/school events, intervention, fairs, community and charity events.
- Preparation for and attendance at Open Evenings, Option evenings, Welcome Morning, Transfer Day confirmed by Subject Leader.

## UPR DOCUMENTS

### UPR 2020 – 2021

The following are suggestions for UPR Foci drawn from the SIP / SEF for 2020 – 2021 which will have substantial and sustained impact on our journey to outstanding thus demonstrating a high degree of competence in line with UPR. Staff can undertake their own research project if agreed by SLT. The foci of your work will be shaped in discussion with the member(s) of staff you will be reporting to. They will be allocated on a first come first served basis upon receipt of your form. Part time teaching staff will complete this pro rata to the hours worked. Please select at least one of the foci below and complete the proposal form, which should be returned to Karen Robinson (RO)

	Title	Content	Intended Impact	By When	Reporting to/Working with
1	Maximising progress for a selected and agreed group of underachieving students. <i>(NB: project open to more than one member of staff working with different students)</i> HPA, PP, SEN, EAL <b>This is not an option for Subject Leaders</b>	To work with the Year Leader and SLT lead to support and mentor this group of students. To meet regularly with the students and liaise with the relevant Year Leader and subject teachers.	Pupil information and learning walk/observation evidence demonstrate a positive attitude to learning and good progress and attainment as a result of your work with the students.	June 2021 with interim deadlines along the way	Year Leader, Line Manager
2	Maximising the attainment of an agreed group of PP students <b>who do not fall into another category for which support is already received.</b> <i>(NB: project open to more than one member of staff working with different students)</i> <b>This is not an option for Subject Leaders</b>	Meet regularly with the students with a clear focus on learning, progress and attainment. To liaise with SP and class teachers as required.	Pupil information and learning walk/observation evidence demonstrate a positive attitude to learning and good progress and attainment as a result of your work with the students.	July 2021 with interim deadlines along the way	SP
3	Improving attendance for a selected group of students <i>(NB: project open to more than one member of staff working with different students)</i>	To work with the Year Leader, Tutor and SLT lead to support and mentor this group of students with the aim of increasing their attendance to school. To meet regularly (possibly in the form of an 'attendance group') with the students and liaise with the relevant Year Leader and subject teachers and parents.	Attendance data demonstrates a positive impact with attendance for individuals in this group increasing.	July 2021 with interim deadlines along the way	Year Leader, Attendance Officer, Line Manager
4	Improving Behaviour for a selected group of students <i>(NB: project open to more than one member of staff working with different students)</i>	To work with the Year Leader, Tutor and SLT lead to support and mentor this group of students with the aim of increasing their attendance to school. To meet regularly (possibly in the form of an 'attendance group') with the students and liaise with the relevant Year Leader and subject teachers and parents.	PBFL data demonstrates a positive impact with attendance for individuals in this group increasing.	July 2021 with interim deadlines along the way	Year Leader, Attendance officer, Line Manager, EV
5	Teacher Champion for our whole school, to develop a consistent and common approach to developing the skills of effective exam	Act as a model of excellence proactively working with departments and tutor teams to finalise and embed a whole school approach to	All departments have a structure in place which works for the subject and is being used by all teachers. LWs, observations. student	Monitoring of use and impact in discussion with subject leaders in term	NTR

	technique and independent learning to raise the attainment of all.  Metacognition	study and revision skills. Meeting and working with staff as needed. Providing regular feedback on progress to NTR.	feedback and data tracking demonstrates clear evidence of its impact to raise student confidence and improve the quality of independent study across the range of subjects	2. Fully embedded by end July 2021	
6	Chair / Lead research or development group or Research project linked to school priorities / OFSTED School development foci in conjunction with SLT	To lead, liaise, deliver and embed professional development into the improvement of Teaching and Learning	Through the delivery of research in TLC's, CPD briefings and teaching staff being able to demonstrate impact on their teaching.	July 2021 with interim deadlines	BDE NTR SLT
7	Contribution to CPD – New Staff Induction, Professional Studies for ITT, Behaviour Management, Coaching, Thursday morning CPDs, TLCs	To lead and deliver on a specific area linked to CPD needs and key themes throughout the year.	That teaching and / or associate staff can demonstrate an impact on their professional duties from attending the INSET	July 2021 with interim deadlines	NTR RO
8	Monitor, deliver and review the effectiveness of the Professional Studies Programme for PGCE and SD trainees	To liaise with trainees, the AHT T&L, mentors and programme contributors to assess the effectiveness of the programme and provide additional opportunities for trainees in line with their wider CPD needs/the requirements of their chosen assignment topics.	That the programme is effective in meeting the needs of the trainees as demonstrated by their progress towards the standards, the requirements of the Universities involved and successful completion of assignments	June 2021 with interim deadlines along the way	RO
9	Monitor, deliver and review the effectiveness of the induction process for New Staff and NQT / NQT+1 including induction day in July ( 2 posts)	To liaise with the AHT NQT induction/ T&L, SLT and NQT's mentors and programme contributors to ensure the programme meets the needs of all new staff and supports NQT's in their first appointment. Assess the effectiveness of the programme and provide additional opportunities for NQT +1	That the programme is effective in meeting the needs of new staff in terms of their experience.	Deadlines in line with the school calendar and then July 2021	RO and NQT / NQT+1 mentors
10	Coaching - modelling excellence to support the embedding of coaching with staff and students.	To lead the development of coaching by monitoring, reviewing and delivering specific coaching sessions for professional development and wellbeing of staff and the intervention of academic and mental awareness of young people.	Coaching will form an integral part of performance development, whole school mental awareness, and the development of teaching and learning	July 2021	RO
11	Contributing to the work of the Chaplaincy Team	To work with the Chaplaincy team on assigned tasks e.g. Rainbows, Well Being	To ensure that the assigned tasks meet the success criteria outlined and support the achievement of the team.	Deadlines in line with the school calendar	JMN / RGD
12	Community Ethos	Demonstrate excellent practice in working outside of the classroom	Clear evidence of where impact has been demonstrated e.g. Rainbows, literacy representative, Develop extra-curricular opportunities for pupils through being part of the DofE programme or leading an afterschool or lunchtime club that has impact on teaching and learning, residentials and visits outside of the curriculum. E.g. Primary Fun day, Discos etc.	July 2021	

## PROPOSAL FORM

Name	Current position M6 / UPR 1 2 3 (please circle)	Applying for or maintaining UPR 1 2 3 (please circle)
Chosen Foci		
Intention		
What will the intended impact be?		
Do you perceive there to be an expected cost associated with your foci?	If yes – please list costings and reasons why?	
Agreed by:	Signature:	Date:
Outcomes and Impact		
Evidence towards UPR: YES / NO	Signature of Appraiser:	

Teacher Standards The TEACHER is <b>consistently</b> able to...	Suggested Evidence
<p><b>1 Set high expectations which inspire, motivate and challenge students</b></p> <p><b>1.1</b> establish a safe and stimulating environment for pupils, rooted in mutual respect.</p> <p><b>1.2</b> set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.</p> <p><b>1.3</b> demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</p>	<ul style="list-style-type: none"> <li>• Lesson Observations - to be discussed</li> <li>• Learning Walks</li> <li>• Planning, Marking, Feedback and Assessment, Home Learning,</li> <li>• Progress and Outcomes of all Students.</li> <li>• Student Voice.</li> </ul>
<p><b>2 Promote good progress and outcomes by pupils</b></p> <p><b>2.1</b> be accountable for pupils' attainment, progress and outcomes. be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.</p> <p><b>2.3</b> guide pupils to reflect on the progress they have made and their emerging needs.</p> <p><b>2.4</b> demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.</p> <p><b>2.5</b> encourage pupils to take a responsible and conscientious attitude to their own work and study.</p>	<ul style="list-style-type: none"> <li>• Lesson Observations and Learning Walks</li> <li>• Marking, Feedback and Assessment, Home Learning, Progress and Outcomes of all Students.</li> <li>• EYFS/KS1/2/3 age related expectations are being met and there is evidence of progress</li> <li>• At KS4 progress 8 is at least in line with National figures and there is evidence of consistency between predicted grades and results.</li> <li>• At KS5 VA is at least in line with National figures and there is evidence of consistency between predicted grades and results</li> <li>• Effective use of pedagogical approaches and evaluation of their impact.</li> <li>• Student Voice.</li> </ul>
<p><b>3 Demonstrate good subject and curriculum knowledge</b></p> <p><b>3.1</b> have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.</p> <p><b>3.2</b> demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship.</p> <p><b>3.3</b> demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.</p> <p><b>3.4</b> if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.</p> <p><b>3.5</b> if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies</p>	<ul style="list-style-type: none"> <li>• Lesson Observations</li> <li>• Learning Walks</li> <li>• Marking, Feedback and Assessment, Home Learning, Progress and Outcomes of all Students.</li> <li>• Student Voice.</li> <li>• Evidence of ongoing subject based learning, and its application in the classroom.</li> </ul>
<p><b>4 Plan and teach well-structured lessons</b></p> <p>impart knowledge and develop understanding through effective use of lesson time.</p> <p><b>4.2</b> promote a love of learning and children's intellectual curiosity. set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.</p> <p><b>4.4</b> reflect systematically on the effectiveness of lessons and approaches to teaching. contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</p>	<p>The following evidence will be in the possession of the Appraiser:</p> <ul style="list-style-type: none"> <li>• Lesson Observations</li> <li>• Learning Walks</li> <li>• Marking, Feedback and Assessment, Home Learning, Progress and Outcomes of all Students</li> <li>• Student Voice.</li> </ul>
<p><b>5 Adapt teaching to respond to the strengths and needs of all pupils</b></p> <p><b>5.1</b> know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.</p> <p><b>5.2</b> have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.</p> <p><b>5.3</b> demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.</p> <p><b>5.4</b> have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</p>	<ul style="list-style-type: none"> <li>• Lesson Observations</li> <li>• Marking, Feedback and Assessment, Home Learning, Progress and Outcomes of all Students.</li> <li>• Student Voice.</li> </ul>
<p><b>6 Make accurate and productive use of assessment</b></p> <p><b>6.1</b> know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.</p> <p><b>6.2</b> make use of formative and summative assessment to secure pupils' progress.</p> <p><b>6.3</b> use relevant data to monitor progress, set targets, and plan subsequent lessons.</p> <p><b>6.4</b> give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</p>	<ul style="list-style-type: none"> <li>• Lesson Observations and Learning Walks</li> <li>• Marking, Feedback and Assessment, Home Learning, Progress and Outcomes of all Student</li> <li>• Student Voice.</li> </ul>
<p><b>7 Manage behaviour effectively to ensure a good and safe learning environment</b></p>	<ul style="list-style-type: none"> <li>• Lesson Observations and Learning Walks</li> </ul>

<p><b>7.1</b> have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.</p> <p><b>7.2</b> have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.</p> <p><b>7.3</b> manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.</p> <p><b>7.4</b> maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</p>	<ul style="list-style-type: none"> <li>• Marking, Feedback and Assessment, Home Learning, Progress and Outcomes of all Students.</li> <li>• PBFL - positive ratio to negatives.</li> <li>• Student voice</li> </ul>
<p><b>8 Fulfil wider professional responsibilities</b></p> <p><b>8.1</b> make a positive contribution to the wider life and ethos of the school. develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.</p> <p><b>8.3</b> deploy support staff effectively.</p> <p><b>8.4</b> take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.</p> <p><b>8.5</b> communicate effectively with parents with regard to pupils' achievements and well-being.</p>	<ul style="list-style-type: none"> <li>• The role of the form tutor (if applicable) will form the main source of evidence for this standard.</li> <li>• See the Appendix for other sources.</li> </ul>

**ADDENDUM TO POLICY RATIFIED BY FULL GOVERNING BODY 15 JULY 2020 pending**

## **STAFF APPRAISAL POLICY ADDENDUM**

### **2019-20 and 2020-21 Cycles**

This Addendum sets out the position of the Governing Body of St Peter's School regarding the review of performance for 2019-20, and the setting of performance objectives for 2020-21. This Addendum is necessitated to safeguard the interests of our employees during an atypical period of working, due to COVID-19, and its aftermath.

Teachers should continue to carry out their duties in line with the Teaching Standards and/or as well as their specific roles (including Subject Leader, Tutor, UPR) criteria, taking into account the Teachers' Standards 2012, and the direction of the SLT. The latter will depend on the circumstances of the school, week by week, depending on the direction of central Government, and any local arrangements, at a given point. An example might be that teachers may at sometimes be working on site, and at others, teaching remotely.

Governors will predominantly consider recommendations on progression based on the evidence already gained before 20 March 2020<sup>i</sup>, therefore on a teacher's likely evidence of/progress towards meeting the teaching standards/specific criteria. This includes applications for progression to the upper pay range, which will therefore cover the period of academic year 2018-19, and 2019-20 and until 20 March 2020. Where teachers are identified as already meeting the teachers' standards/specific criteria or making adequate progress to meet them, Governors should award them automatic progression. Where a teacher is under informal or formal capability processes, even if such processes are currently paused, progression will not be automatic.

Progression will remain solely at the discretion of the school and judgements will be based on the professional judgement and expertise of line managers. These allowances do not, under any circumstances, give teachers a 'free pass' and recommendations should not be made without giving full consideration to a teacher's progress and available evidence.

The review of any teacher absent from school during the appraisal cycle, such as on maternity leave, will be handled in the usual way, as the absence is not related to coronavirus (COVID-19).

#### **Process for review in September/October 2020**

Appraisee to meet with their Appraiser 1:1 or remotely, to discuss their performance development with evidence up to and including 20 March. This could include the interim appraisal form if completed.

Applications for UPR should be made as according to the guidance set out in the appraisal policy. Those who wish to apply should inform Karen Robinson of this intention.

The deadline for all applications remains the 30 September.

#### **Application of Addendum for Support Staff**

The application of the addendum outlined for teachers above will apply in the same way to Support Staff. Governors will predominately consider recommendations on progression based on evidence already gained before 20 March 2020, therefore on a support staff member's likely evidence of/progress towards, meeting the objectives

#### **Process for review in September/October 2020**

Appraisee to meet with their Appraiser 1:1 or remotely, to discuss pre-submitted appraisal form with evidence up to and including 20 March.

Approved by the Governors' Pay Committee June 2020

<sup>i</sup> Teachers are able to submit evidence gained during the period of partial school opening should they wish to do so.